

AN INVESTIGATION INTO THE FACTORS INFLUENCING STUDENTS' SATISFACTION WITH TEACHERS' COMPETENCIES: A CASE STUDY

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Received: 27 September, 2023 Revised: 25 October, 2023 Accepted: 05 November, 2023 Published: 08 November, 2023

ABSTRACT

This paper is an attempt to investigate whether or not college students are happy with their instructors' knowledge and skills. The undergraduate population is the primary focus regarding this study. One of the fundamental goals of a number of universities is to acquire students' pleasure as a result of skilled lecturers. However, failing to meet student expectations can have lasting consequences for an institution's standing, prestige, and student enrollment. The investigation depicted here used numerical methods to test the hypothesis. A census questionnaire was used to randomly choose sixty Bachelor of Arts degree students from XYZ University in Sialkot in Pakistan. Content knowledge, skills of presenting, interaction between students and instructors, and assessment methods were used to determine what the instructor's competence. For the purpose of data analysis, SPSS was used and percentages were calculated. The results suggested that a teacher's familiarity with the subject matter was a factor in the success of their classes. Students agreed that the teacher was competent, however they recommended improving student-teacher rapport.

Keywords: Student Satisfaction, Competence, Student-Teacher Interaction, Presentation, Instructors

INTRODUCTION

One of the main fundamental goals of any institution of higher education is to ensure the joy of its students. Institutions that fail to do so will see future admissions and brand damage as a result. Student accomplishments in the classroom may suffer if pupils are unhappy.

Both dimensions of instruction and learning in colleges and universities depend on the ability of the professors. Students' levels of satisfaction rise dramatically when their teachers consistently meet or exceed their expectations. Low-quality instruction is reflected in students' lower achievement, negative behavior, and subpar values and experiences in the classroom (Long, Ibrahim, & Kowang, 2014).

Competence in the areas of knowledge and ability necessary for effective teaching. Teachers can accelerate their pupils' learning by showing off their mastery of many abilities in a challenging setting (Jackson, 1990). The opinion of professionals and the ability to use instructional strategies supported by evidence are two abilities that are essential in every career. The acquisition of a skill sometimes depends on the acquisition of one or more specific skills. Each of the three categories under which a worker's accomplishments can be evaluated is connected to the skill as a whole. These fields include knowledge, talents, and temperament. Because these skills can be seen by others, they may also be quantified. A

teacher's overall effectiveness can be used to judge their level of competence. It's not essential that every teacher be equally knowledgeable, capable, and experienced. attitude. Some skills and aptitudes are more concerned with knowledge and comprehension than with technique and attitude, while others are more concerned with overall efficiency (Doyle, 2008). According to Richards's (2006) study, any conception of a teacher's competence depends on the context in which it is formulated, including the values and norms of the society in question. It also takes into account the numerous classroom norms and student preferences. As we can see from the previous explanations, the lecturer's main goal is to get the students at University College to see things in the most streamlined and productive way possible. To do this, a professor must multitask by organizing activities in the classroom, teaching students effectively, and evaluating their progress in a variety of ways. The competence of the instructors has a direct bearing on the success or failure of a training program. Teachers should also take steps to ensure that their classrooms have an atmosphere that is favorable to learning. According to the available data, students are the best judges of how much they learned, how much they enjoyed it, and how much it meant to them. Teacher success can't be gauged directly from student ratings, but they do provide useful early warning signs of how well and how much students enjoy learning in general. There is a wealth of evidence linking educational practices that students enjoy with those that are most successful (Theall & Franklin, 2001).

Both instructors and students play key roles in the success of any educational endeavor. In assessing a company's viability, student satisfaction has traditionally been given little weight. Many secondary school pupils will consult with their contemporaries about which colleges might be a good fit for them. As a result, in today's cutthroat higher education market, student happiness is crucial, especially at private institutions. The quality of the teaching staff is a significant factor in student happiness. How well teachers communicate with and engage their kids is an important factor in how happy they are in school. When kids are happy with their teachers, they are more likely to learn and succeed. Therefore, if a teacher is working in their instruction,

it will result in similarly high-quality students (Dey et al., 2015).

The competences of educators are the focal point of this research, together with the impact of many factors on students' perceptions of their education. The goal of this research is to establish what aspects of the course experience are most valued by the students. This article is useful for universities since it specifies which factors have the greatest impact on students' happiness during their time in higher levels of education. The results allow academics to better meet the needs of their students in the future.

Scope and Significance

Scope

The scope of the study will be to identify indicators of teacher competence, obtain students' views on teacher skills, and investigate student satisfaction with teaching skills specifically at the university level.

Significance

The research has significant implications for improving the quality of teaching at the university level, as it may help to identify areas for improvement and potential strategies for enhancing the student learning experience. The research on students' satisfaction with teacher's competencies can have several significant implications, such as:

Improving Teaching Quality

By identifying the indicators of teacher competence at the university level and obtaining students' views on teacher skills, the research can help educators understand what qualities make an effective teacher. This information can then be used to improve teaching quality, enhance learning outcomes, and ultimately benefit students.

Enhancing Student Satisfaction and Engagement

Investigating student satisfaction with teaching skills can help universities understand how satisfied their students are with the quality of teaching they are receiving. This information can be used to make necessary improvements to ensure that students are fully engaged and satisfied with their learning experiences.

Supporting Professional Development

The research can also be used to support the professional development of teachers, as it identifies the specific skills that students find most valuable in their teachers. Teachers can use this information to develop their skills and become more effective in their teaching roles.

Informing Policy and Decision-Making

The research can be used to inform policy and decision-making in universities and education departments, as it provides insights into the factors that contribute to effective teaching and student satisfaction. This can help universities make informed decisions about resource allocation and policies that can impact the quality of teaching and learning.

In summary, the research on students' satisfaction with teachers' competencies can provide valuable insights into effective teaching practices, support professional development, enhance student satisfaction and engagement, and inform policy and decision-making in education.

Limitations and Delimitations

LIMITATIONS

- The research may be limited by the sample size and the representativeness of the sample. The results may not be generalizable to other universities or academic levels.
- The research may be limited by the self-report nature of the data collection, as students may not always accurately represent their opinions or may be biased in their responses.
- The research may be limited by the scope of the study, as it may only focus on a specific set of competencies or may not account for other factors that may influence student satisfaction with teaching.

DELIMITATIONS

- The study will focus specifically on university-level teaching competencies, which may help to provide insight into the unique challenges and considerations of teaching at this level.
- The study will specifically seek to obtain the views of students, which may help to provide a more nuanced understanding of the student experience and perspective.

- The study will specifically focus on student satisfaction with teaching skills, which may help to identify areas for improvement and potential strategies for enhancing the student learning experience.

RESEARCH OBJECTIVES

The following research objectives are for research:
Obtaining students' views on students' satisfaction and teacher ability at university level
Investigate the factors having affect on student satisfaction with different teaching skills.

RESEARCH QUESTIONS

What are the different views of students on relationship between student satisfaction and teacher ability at University Level.

What are the factors that affects student satisfaction with different teaching skills?

LITERATURE REVIEW

Definition of Competence

A student's demonstrated mastery of course material is at the heart of the instructing and grading, assessing, and reporting processes that make up the academic programming community. Training based on the arts, skills, sales, outcomes, or standards are all very comparable concepts. On the other hand, a drop in the pupil approval graph may come from a teacher's incapacity to interact with students, which in turn may contribute to pupils performing poorly (Theall & Franklin, 2001). Teachers, not any other school component, have been shown to have the biggest impact on student learning (Sanders & Rivers, 1996; Babu & Mendro, 2003). It's simple to tell the effective educators from the ineffective ones. Now is the time to construct a foundation of traditional teaching methods based on empirical evidence (Wenglinsky, 2002; Hattie, 2008). Suarman (2015) argues that volunteers' improved Teacher Skills provide a more conducive learning environment, leading to higher levels of academic success for university students.

Definition of Teachers' Competencies

Competencies are measurable skillsets related to a job, as stated by Staron (2008). When applied, a teacher's skills can have a significant impact on their pupils' achievement. According to McClelland

(1973), skills are better predictors of job performance than standard tests. In the view, one's competencies—their comprehension and abilities—are the tip of the iceberg, while one's self-concept, attributes, and motivations are submerged. The competences model illustrates that the qualified educators ought to have comprehension of the lesson's material and abilities to fulfill the task given. Training can be used to both factors. One's own set of beliefs and values determines how confident they feel in their ability to inspire and direct their classroom. Physical qualities, like a teacher's voice, that contribute to their efficacy in the classroom are examples of traits. Coaches have a duty to produce well-rounded college graduates, thus their motivations matter. Based on McClelland's model of competences, Spencer and his colleagues (1993) expanded on it. The understanding and abilities are the surface identity that is most readily to be formed, but the qualities and drives is the core identity which is hardest to be built. Therefore, it is not enough for instructors to have a Master's degree in the subject; they must also have the requisite skills, beliefs, views, and motivation. Therefore, educators are more likely to have successful pupils if they possess these skills. According to Tao and He's (2009) research, the quality of an university training is largely dependent on how well it attracts and retains qualified faculty. The authors concluded from their study that the Personal qualities like the ability to think logically and communicate well in written and spoken form are examples of intrinsic traits. Furthermore, teachers must possess exterior attributes such as the ability to educate, do research, and work together. By Wan Kamaruddin and Mohamed (2010), the skills expected by technical professors in Malaysian Polytechnic. Teachers are expected to boost their students' hearing, reading, and writing abilities related to English as well as their own professional knowledge and abilities in these areas. According to Lucky and Mohammad Yusoff (2013), a teacher's effectiveness is tied to his or her background, personality, and skill set. Teachers who do these three things are better than those who don't. According to Bargava and Pathy (2011), a teacher's duty can be to act as a mentor, encouraging pupils to develop their own study habits and self-assurance. among addition, the capacity to make decisions and previous experience as a educator are two highly

sought-after qualities among educators. The authors also argued that students benefit from having instructors who are comfortable with and skilled in using various forms of media. Researchers have disagreed on whether or not students have the right to evaluate their professors' performance in the classroom. According to Theall (2009), pupils will be in a good position to judge the effectiveness of lectures, course content, and instructors' interpretations. Students have a forum in which to voice concerns and provide opinions to faculty about how the program could be enhanced in the future. Teachers' peers, administrators, an external moderator, and even learners can all keep tabs on how they're doing in the classroom thanks to a study by Charles et al. (2014). As a result, the voices of the students should be heard while evaluating the effectiveness of their professors. Motivated and well-guided teachers have a positive impact on their students' academic outcomes (Klem & Connel, 2004). There are many obstacles in the way of pupils developing beneficial reading habits that would benefit their academic performance (Hussain, 2006). Student success is influenced by teachers' prior classroom experiences (Rivkin, Hanushek, & Kain, 2005). Teachers with more years of experience perform better, per research by Boyd, Grossman, Lankford, Loeb, and Wyckoff (2006). Teachers with more years of experience tend to have a more positive effect on student achievement than those with fewer time in the classroom (Rivkin et al., 2005). Attitude, knowledge, skill, the capacity to appraise students, and personality attributes are all crucial for educators (Oliver, 1990). Student happiness is proportional to the quality of instruction (Matzler & Woessmann, 2010). According to the findings, students' opinions of their teachers' abilities matter (Dali, Daud, and Fauzee, 2017). According to correctly (1994), if a course is presented correctly, students are more likely to gain the desired knowledge and skills. Interaction among students seems to increase over time (Gray, 2010). Teacher-established and -supported circumstances, as described by Chedzoy and Burden (2007), are associated with significant gains in the education of students. Weinert (2001) argues that happy students are successful learners. Students are happier and more successful as a result of learning outcomes (Chiu, Hsu, Sun, Lin, & Sun, 2005; Levy, 2007).

Shea, Pickett, and Pelz (2003) and Swan (2001) assessed the reliability of their findings showing the quality of a teacher's instruction is significantly correlated with student satisfaction. According to Swan et al. (2001), students find it most helpful when lectures flow seamlessly from one topic to the next. Poorly written instructions, as Yang and Titus (2004) point out, can be perplexing to readers. As a result of failing, teachers often don't provide enough encouraging comments to students (Zeng & Perris, 2004). Poor learning and unhappiness are the results of student discontent (Shin, et al., 2003). Teaching skills are crucial to enhancing student learning, as Northrup (2002) emphasizes. There is always room for improvement in a number of areas connected to teaching abilities including subject-matter understanding, clear layout, effective student involvement, intellect, and assessment of learners, as stated by Long, Ibrahim around, along with Kowang (2014).

Definition of Students' Satisfaction

According to Kotler et al. (2009), an individual's level of satisfaction is determined by how well the real-world efficiency compares to their expectations. In educational institutions, especially as a nonprofit business, the evaluation of the satisfaction of pupils is an indication that indicates the results of the process of education in complying with the demands of pupils. According to Tough (1982), student happiness is measured by how they feel about the lessons they're taking. When learners have positive about knowing or take an active approach, they thrive, whereas when they are negative about learning or take a passive approach, they struggle.

Students' perceptions of teacher competence: A comparative study between Portuguese and Brazilian higher education institutions. *Education Sciences*, 10(9), 244. This study compared the perceptions of teacher competence between Portuguese and Brazilian higher education institutions. The results revealed that students from both countries valued teacher competence highly and that the dimensions of teacher competence were similar in both contexts. Keating, A., & Rasmussen, S. (2019). Exploring student perceptions of teacher competence: A qualitative study. *Education Research International*, 2019, 1-9. This study explored students' perceptions

of teacher competence through qualitative interviews. The results highlighted the importance of teacher knowledge, pedagogical skills, and communication in students' perceptions of teacher competence. Van Nhu, T., & Le Thao, T. (2018). Investigating the relationship between teacher competency and student satisfaction in Vietnamese higher education. *Higher Education Research & Development*, 37(5), 945-958. This study investigated the relationship between teacher competency and student satisfaction in Vietnamese higher education. The results showed that teacher competencies significantly predicted student satisfaction, with the strongest predictors being teacher knowledge and teaching quality. Overall, these studies suggest that teacher competencies are an important factor in determining student satisfaction with their teachers. Students value teachers who possess knowledge, pedagogical skills, and effective communication skills, and perceive these competencies as having a positive impact on their academic achievement. In addition, student satisfaction refers to the positive feeling that is associated with the institution they are attending (Hatcher et al. 1992). The primary factors to improve the quality of the educational program is to examine the students' satisfaction. This is because the students' evaluation will determine the type of academic program and professional needs for them. Hence, the gathering and disseminating the information on students' satisfaction will make appropriate adjustments to the courses offered in the universities and the teachers' competencies.

Teacher's Competencies and Student's Satisfaction

Pakistan. In their studies, they degree the extent of pupil delight with cutting-edge offerings provided with the aid of using Pakistani universities. The exploration and assessment of possible variations in phrases of a degree of delight throughout gender and diverse programs/disciplines formulate key objectives. A general survey guided with the aid of using a well-dependent questionnaire via convenience sampling turned into administered throughout a treasured pattern of 401 college students. Bahauddin Zakariya University (BZU) turned into decided on a pattern case and information turned into accrued from eighteen exceptional disciplines and/or

programs. Ten principal constructs i.e. coaching quality, teacher competence, administrative/control support, transportation, library, pc labs & fashionable labs, accommodation, medical, sports, prayer/spiritual centers, and sophistication room centers been used. Mean evaluation mirror pupil disenchanted with many center offerings & centers like coaching quality, teacher competence, administrative support, library, labs, accommodation, medical, and sports, whilst delight has been said most effective in 3 augmented regions like transportation, magnificence room, and prayer centers. Interestingly, there were no significantly different responses between male and female respondents. Overall, the satisfaction level is concerningly low, and the results show that university students in Pakistan are dissatisfied with the educational opportunities provided by their institutions. Learning experiences are often defined by the degree of interaction between the teacher and the student. Experts' perception of the worth of student-lecturer interaction is so great inside the education canon that it is thought to be an initial want for learning to take place (Picciano, 2002). Student understanding of this interaction is crucial to the success and efficiency of their education as a whole (Fresen, 2007; Northrup, 2001). Timely and outstanding interactions among scholars, between student und their lecturers, and, finally, between individuals and the course content were all shown to have a significant impact on satisfaction with education by Young and Norgard (2006). Therefore, instructors should guarantee adequate student-instructor connections and class debates (Shin et al., 2003). Therefore, the educator should realize the greater number of students, and then choose to test out various presentation styles, assessment tools, and sizing procedures (Banerjee & Brinckerhoff, 2002). To encourage more conversation amongst students, Volery et al. (2000) suggested an active grade from the instructor. Teachers also need to understand their students' varied personalities so they can keep them engaged in online forums and motivate pupils to collaborate with one another. (2017a) Akram, A.; Malik, A.; Awan, M. A. The effect that students' perceptions of their teachers' competence have on their performance in the classroom is the focus of this study. *Journal of Theory and Practice in Education*, 8(22), 34-41. This study aims to evaluate the

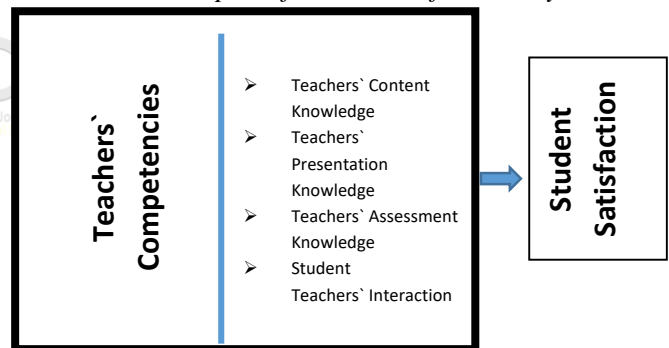
influence on instructor skill on how well students are doing in school. The data demonstrated a correlation between teacher competence and both student happiness and achievement in school. Chien, Ching-Yuan, and Ching-Yuan Chang. (2019). Evidence from Taiwan on how teacher competence affects student happiness. *Educational Development international*, 67(2-3), 75-83. This research from Taiwan analyzed how educators' skill levels affected their students' perceptions of their education. According to the findings, teacher competence is a strong predictor of student happiness.

Conceptual Framework

Previous studies examined one or few elements of teachers' competencies. In order to investigate the relationship between lecturers' competencies and students' satisfaction, the authors decided to study the impact of 4 variables of teachers' competencies on students' satisfaction.

Figure 2.1

Shows the conceptual framework of this study.



RESEARCH METHODOLOGY

The research will adopt quantitative research techniques. The study will involve conducting a survey of students' views on teacher skills and investigating student satisfaction with teaching skills. The survey will be administered through online questionnaires, and the data will be analyzed using descriptive statistics, such as frequencies and percentages.

Sample and Population

Sixty BS undergraduates were the sample of study from XYZ University Sialkot. First-semester and last-semester students were selected specifically from the English department. Census is the most

appropriate method of research for every subject in the census. It is known as total calculation, which means complete calculations.

Instrument of the Study

The research approach will allow for a more comprehensive and detailed understanding of student satisfaction with teacher competencies. To obtain students' views on teaching skills and investigate their satisfaction with teachers' competencies, a survey questionnaire can be used as a research instrument. The questionnaire can include both closed-ended and open-ended questions and can cover topics such as the quality of instruction, the ability of the teacher to communicate effectively, the relevance of the course material, and the teacher's availability and responsiveness to student needs. This can help to gather insights on what qualities or skills are considered important for effective teaching at the university level.

Data Analysis and Results

Data were analyzed using the SPSS test. Different factors were considered from the collected data and several comparisons were made during data analysis.

Table 1
Students' Satisfaction with teacher's content knowledge

S.no.	Content	Disagreement	Neutral	Agreement
1.	Thorough content knowledge	-	2 %	98 %
2.	Topic based References	-	-	100 %
3.	Relevant Examples	-	5 %	95 %

The table above explains the satisfaction of students; it shows that most of the students were satisfied with the teacher's content knowledge. The rest of the students were neutral about their opinion on this particular question including the teachers' content knowledge and giving suitable and relevant examples.

Table 2
Student's Satisfaction with teacher's presentation skills

S.no.	Content	Disagreement	Neutral	Agreement
1.	Verbal communication	-	-	100 %
2.	Lecture delivery	-	5 %	95 %
3.	Written and Visual communication	-	-	100 %

4.	Active listening	-	10 %	90 %
5.	Humor	-	60 %	40 %

Table 2, explains the agreement of students based on the teacher's presentation skills and it seems that more than half of the students chose not to give any opinion on content no. 5 "Humor" as we take a look at the table, almost 60 % percent of student stayed neutral that is a big part of their strength, but still the students' perspective seems to be good about the rest of the presentation skills.

S.no.	Content	Disagreement	Neutral	Agreement
1.	Informed assessment	-	-	100 %

Table 3
Student's Satisfaction of Teacher's Assessment Methods

2.	Feedback validity	-	-	85 %
3.	Syllabus based Assessment	15 %	10 %	75 %
4.	A fair test of knowledge	-	20 %	80 %

Table 3, explains the differences in students' opinions based on the teacher's assessment methods. As we take a look at the table, we see that this time there seems to be a little disagreement on one of the table contents that is content no. 3 "Syllabus Based Assessment" which is having a disagreement percentage of 15 % and a neutral opinion percentage of 10 % that makes a quarter percentage of the student's strength, still the satisfaction of the students regarding assessments is on the top having the highest agreement percentages.

Table 4
Student's Satisfaction with Student-Teacher Interaction

S.no.	Content	Disagreement	Neutral	Agreement
1.	Acceptance	-	-	100 %
2.	Understanding	-	2 %	98 %
3.	Care	-	-	100 %
4.	Cooperation	-	-	100 %
5.	Treating with respect	-	-	100 %

Table 4, explains the effect of student-teacher interaction on student satisfaction. The data shows that all of the students (except for the 2 % in content no. 2 "Understanding") were satisfied with the teacher's interaction.

Results of the Study

Research Question 1: What are the different views of students on relationship between student satisfaction and teacher ability at University Level.

Question 1 is proved as we take a look at the above-mentioned tables, an important relationship is portrayed between the student's satisfaction and the teacher's abilities. Different teachers' abilities showed different percentages of student satisfaction which shows that each teaching ability of a teacher has its effect on student satisfaction.

Research Question 2

Different teaching skills affect student satisfaction in different ways.

Question 2 is proved as the data shows variation in student satisfaction in comparison with the teacher's teaching skills.

CONCLUSION

The abilities of teachers in terms of interaction with their students, methods for evaluation, subject matter expertise, and presentational talents were studied (Hussain, 2006; Rivkin, Although Hanushek, & Kain, 2005).

A much more realistic perspective of the teacher's talents is evident in all aspects of the teacher's performance. The following studies show that student happiness is primarily due to the teacher's competence (Asfani, Suswanto, & Wibawa, 2017; Rowe, 2003). See also Volery et al. (2000) and Long, Ibrahim, and Kowang (2014). According to several studies (Matzler & Woessmann, 2010; Picciano, 2002; Young & Norgard, 2006), interaction between students and instructors is the most important factor in student happiness. Academic success is the primary factor in students' feelings of contentment (Weinert, 2001). Satisfaction with academic outcomes is a key factor in students' improved performance (Chiu et al., 2005; Levy, 2007).

RECOMMENDATIONS

Based on the findings of the study, it is recommended that universities develop a teacher training program that focuses on developing the identified indicators of teacher competence. The program should include training on communication skills, subject knowledge, teaching strategies, and evaluation techniques.

Additionally, universities should prioritize the establishment of effective feedback and evaluation mechanisms that encourage student engagement and participation. This will help to ensure that student satisfaction with teaching skills is optimized, thereby

improving the overall quality of university education. Moreover, it is recommended that universities create a supportive environment for teaching staff, including providing resources and opportunities for continuous professional development. This will enhance the teachers' skills and enable them to deliver quality education to learners.

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